

Who Grew My Soup? (Grades K-2)

Grade Level(s)

K - 2

Estimated Time

Three 45-minute sessions

Purpose

Students will identify the source of the food they eat and investigate the processes and people involved in getting food from the farm to their spoon.

Materials

Activity 1: Food/Farm Connection

- *Who Grew My Soup?* by Tom Darbyshire*
- *Fact Wheel* (make sure that the “Shrink oversized pages to paper size” setting is not checked when printing)
- Food samples
- *Food/Farm Connection* matching cards

*The *Who Grew My Soup?* book is available for purchase from agclassroomstore.com.

Activity 2: Where Does Your Food Come From?

- Food item with product of origin label
- *Where Does My Food Come From?* activity sheets

Activity 3: Graphing Activity

- Examples of a fruit or vegetable in fresh, canned, frozen, and dried forms (enough for each student to sample)
- Sticky notes

Essential Files (maps, charts, pictures, or documents)

- [Where Does My Food Come From? Activity Sheet](#)
- [Food/Farm Connection Matching Cards](#)
- [Fact Wheel](#)

Essential Links

- [National Geographic’s Mapmaker Interactive](#)

Vocabulary

edible: safe to be eaten as food

nutritious: having a large amount of vitamins, minerals, or other nutrients

preserve: to prepare (food) so that it can be kept for a long period of time

processing: to change a raw product, such as food, to make it into a different type of product

Did you know? (Ag Facts)

- The oldest known vegetable is the pea.¹
- Frozen foods were first introduced in the 1920s.²
- Consommé` soup was developed by a royal chef in the 1700s so that the French King could see his own reflection in the bowl.³
- The earliest evidence of our ancestors eating soup was 6000 B.C. It was hippopotamus soup!³

Background Agricultural Connections

When asked where their food comes from, many students will say that it comes from a grocery store or restaurant. Young children don't always make the connection between agriculture and the food they consume every day.

One US farm produces enough food to feed 165 people worldwide, but farmers are not the only workers involved in making food available to the consumer.⁴ Agriculture employs more than 21 million American workers.⁵ These jobs include harvesting, storing, transporting, **processing**, packaging, and selling the food we eat. Farms are the source of almost all the food we consume. It is important for students to understand that grocery stores are food distribution centers, not the source of food.

Some of the food we eat every day is grown in our own communities, but not all of the food we consume is grown locally. While most states produce their own milk, eggs, fruits, vegetables, and grains, the availability of certain foods depends upon season. The climate and soil of a particular region determines the types of foods that can be grown. Consumer demands influence the items that stores and restaurants offer. Many people want to be able to eat fresh fruits and vegetables in the middle of the winter or out of season. Exotic foods, such as star fruit, kiwi, and guava that are not grown in many areas of the United States are also desired. Grocery stores meet these demands by having food transported from other regions of the United States and even from other countries.

The activities in this lesson will help provide students with an understanding about where their food comes from and what it takes to produce their food. It will also promote a natural curiosity about how food affects their health while reinforcing food and agriculture as their connection to a better quality of life. Understanding what it takes to produce food will help students make the association between the land, farmers and ranchers, and the grocery store.

Interest Approach – Engagement

1. Ask students to name their favorite kind of soup. Allow several children to answer. As each child answers, ask them what ingredients are used to make that soup. Make a list of the ingredients on the board.
2. Begin discussing the source of each ingredient by asking students, "Where do these ingredients come from?"
3. Transition to *Activity 1* by introducing the *Who Grew My Soup?* book. Explain to your students that they are going to read about a boy named Phin and the soup he eats.

Procedures

Activity 1: Food/Farm Connection

1. Read the book *Who Grew My Soup?* by Tom Darbyshire.
2. Ask the students to create a list recalling the ingredients in Phin's soup (carrots, tomatoes, green beans, celery, corn, barley, spinach, peas, onions, potatoes).
3. Cut out and assemble the *Fact Wheel*. Each student can make their own *Fact Wheel*, or it can be assembled prior to the lesson (one for each group).



4. Divide the class into 10 groups. Assign each group a food from the list. Give the groups enough time to match their food with the picture and information on the fact wheel. Provide a few samples of the ingredients for students to taste or observe while each group shares the facts about their food.
5. Ask the students if they think all of the ingredients in Phin's soup can be grown in our state? (Your response will depend on your location.) Ask the students if they think they can buy these ingredients locally grown all year long. Discuss what factors would affect the availability of locally grown food.
6. Pass one *Food/Farm Connection* card to each student. Allow the students to walk around the classroom and find the student who has their matching card. Students should match the food item with its farm source (ex. oatmeal—oats, French fries—potatoes, eggs—chicken, applesauce—apples). Discuss the connections as a class.

Activity 2: Where Does Your Food Come From?

1. Prior to the activity, ask the students to find a food item with a product of origin label at home. (Be prepared with extra food and a computer at school for students who are unable to complete this assignment at home.)
2. Have each student complete the *Where Does My Food Come From?* activity sheet by using [National Geographic's Mapmaker Interactive](#) to find the distance between their food's country of origin and the town in which they live. Instructions are found on the activity sheet. This can be completed as a homework assignment or in school depending on computer access.
3. As a class, locate the origin of each child's food on a world map. Students can label each location on the activity sheet world map. Compare the distances and determine whose food traveled the farthest and shortest distances.
4. Discuss the different ways the food could have traveled to a local grocery store (truck, airplane, train, boat, etc.). What steps need to be taken to ensure that the food doesn't spoil before arriving at the market?
5. What are some possible reasons the food traveled so far? Discuss how the climate of a particular location affects what foods can be grown there.
6. Identify the different jobs involved in getting food from the farm to the table (e.g., grower, harvester, truck driver, packagers, processors, warehouse operators, grocers, etc.).

Activity 3: Graphing Activity

1. Bring examples of fruits and vegetables packaged in different ways (fresh, canned, frozen, dried).
2. Give the students a sticky note that they will write their name on. Have students sample the same fruit or vegetable fresh, canned, frozen, and dried.
3. Create a graph by writing fresh, canned, frozen, and dried on the bottom of the board. Explain that some foods may taste better cooked. Just because they don't like a fresh raw green bean or tomato, does not mean they won't like it cooked or prepared with other foods. The students will stack their sticky notes above their preference. Discuss the results.
4. Brainstorm reasons why foods are packaged in different ways. Reinforce that foods are seasonal, and discuss how people's choices are influenced by price. For example, apples are in season in Utah in the fall and during this time they are very inexpensive, so it makes sense for processors to dry them or can them as applesauce to be eaten at other times of the year.



Bananas, a product of Ecuador.



Ginger root, a product of China.



Coconut, a product of Dominican Republic.

Concept Elaboration and Evaluation

After conducting these activities, review and summarize the following key concepts:

- Agriculture provides our food, such as ingredients for soup.
- Some foods can be grown or produced locally, and others are produced far away and shipped to our local grocery stores.
- Some foods require a specific climate to be grown. This is one reason why some foods travel a long distance to get to our grocery stores.

Suggested Companion Resources

- [Farm Pop-Ups](#) (Activity)
- [Mapping Meals Activity](#) (Activity)
- [All in Just One Cookie](#) (Book)
- [An Orange in January](#) (Book)
- [Food](#) (Book)
- [How Did That Get in My Lunchbox?](#) (Book)
- [How to Make an Apple Pie and See the World](#) (Book)
- [PB&J Hooray!](#) (Book)
- [Plants Feed Me](#) (Book)
- [The Cow in Patrick O'Shanahan's Kitchen](#) (Book)
- [To Market, To Market](#) (Book)
- [Who Grew My Soup?](#) (Book)
- [Farming in a Glove](#) (Kit)
- [Pizza Time Bulletin Board](#) (Poster, Map, Infographic)
- [Eat Happy Project video series](#) (Multimedia)
- [Planet Food Online Game](#) (Multimedia)
- [Who Grew My Soup Song](#) (Multimedia)
- [Who Grew My Soup? Movies](#) (Multimedia)
- [Sprout 2 - Careers](#) (Booklets & Readers)

Sources/Credits

1. <http://www.did-you-knows.com/did-you-know-facts/food.php?page=2>
2. <http://www.frozenfoodfacts.org/about-frozen-foods/story-frozen-foods>
3. <http://ezinearticles.com/?Soup-Facts---Fun-Trivia!&id=582906>
4. http://www.agfoundation.org/files/FFF_Graphic_US_Farm_Feeds.jpg
5. <https://www.ers.usda.gov/data-products/ag-and-food-statistics-charting-the-essentials/ag-and-food-sectors-and-the-economy/>

Author(s)

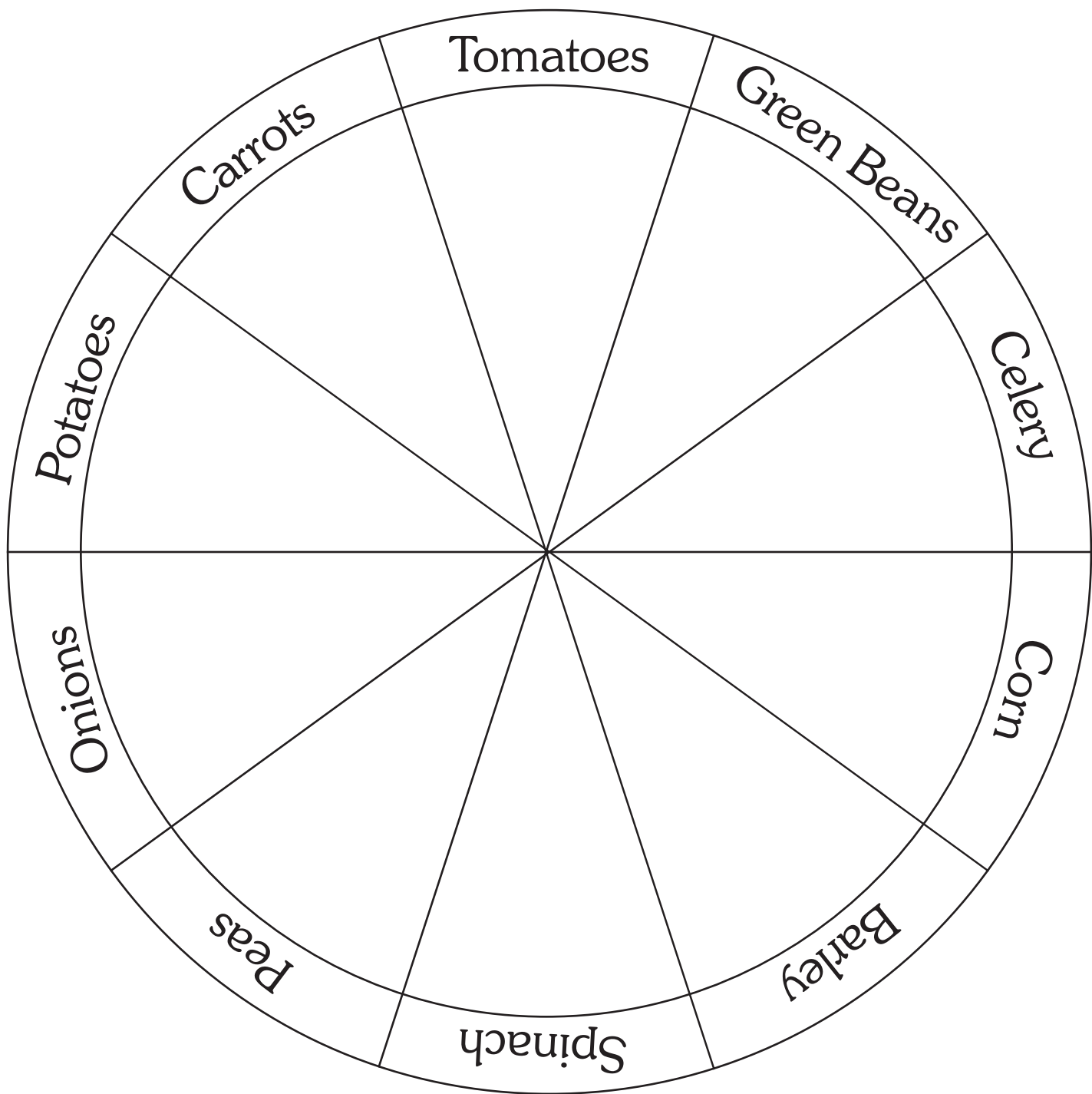
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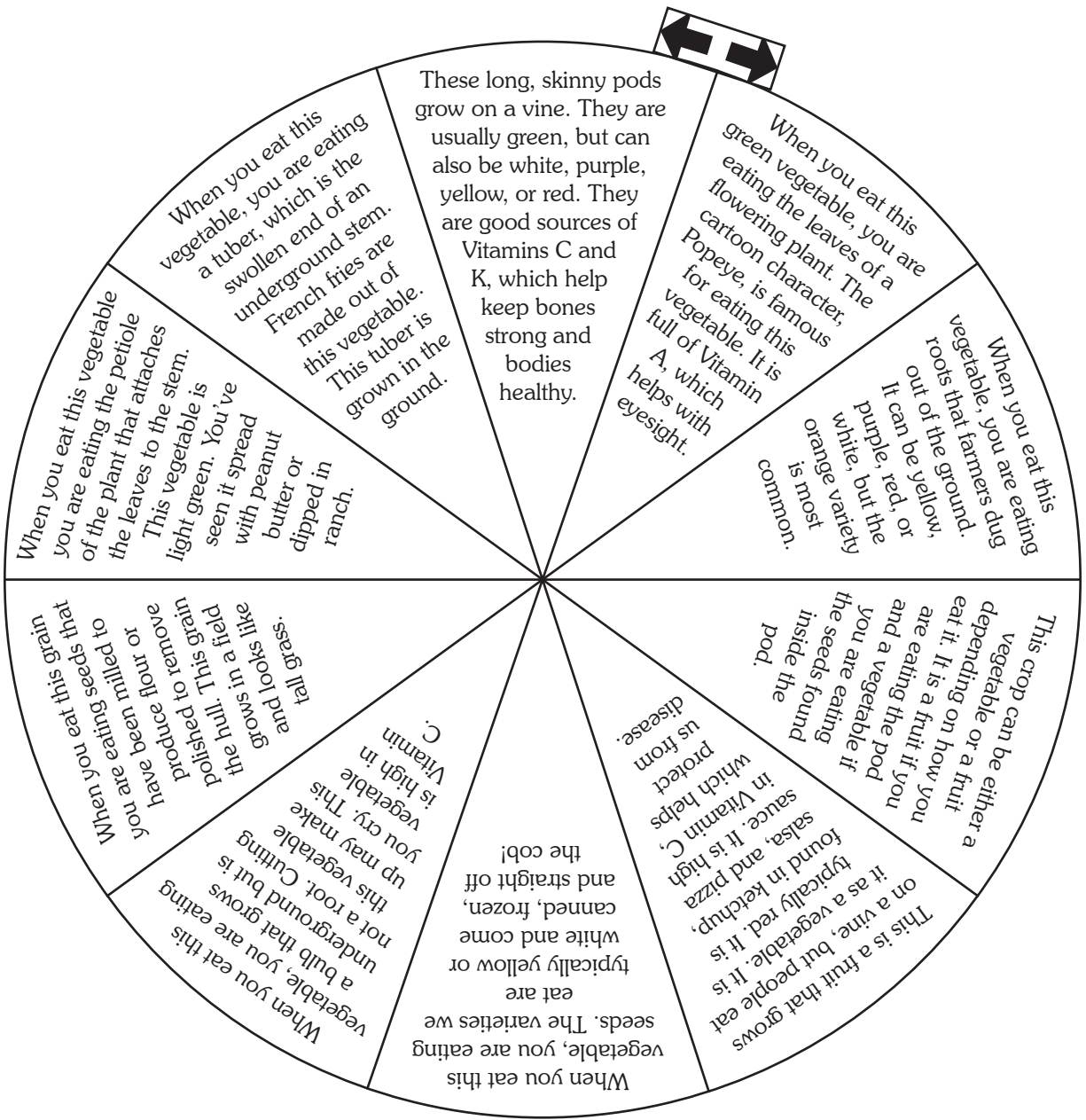
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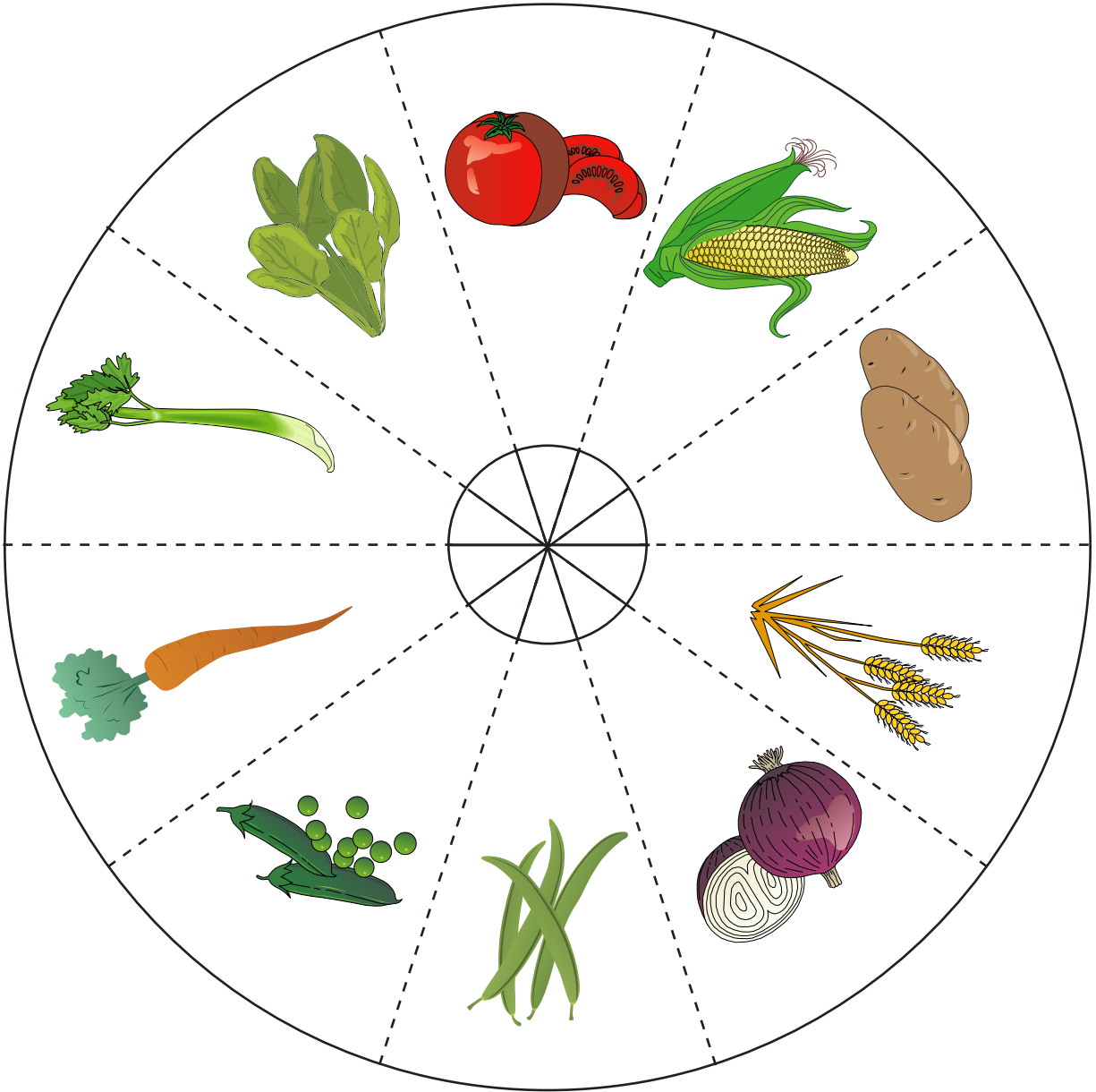
Utah Agriculture in the Classroom

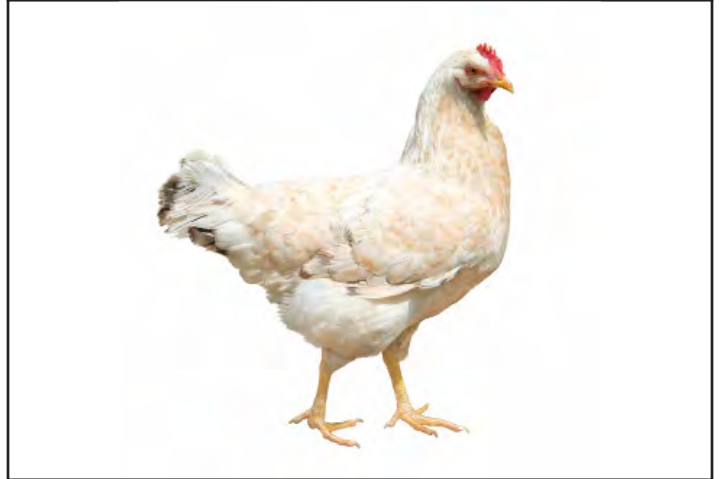
Who Grew My Soup

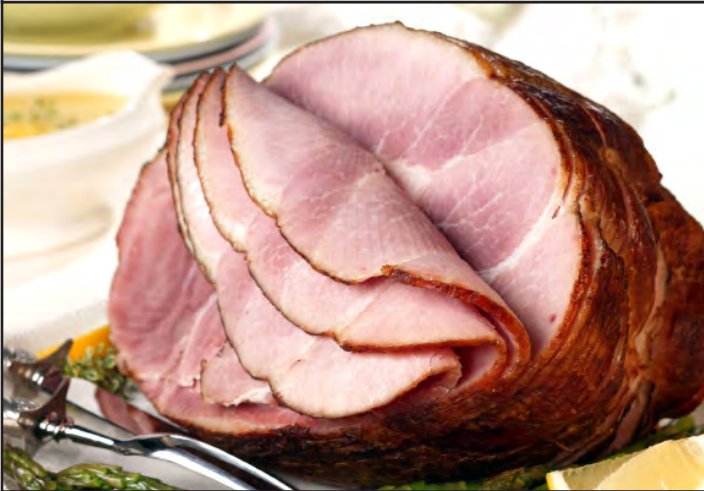
- **Health:**
 - **K-5:**
 - Standard 7: “Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks” (NHES, 2007).
- **Social Studies:**
 - **Kindergarten:**
 - Standard K-1: The student will demonstrate an understanding of his or her surroundings.
 - **First Grade:**
 - Standard 1-1: The student will demonstrate an understanding of how families interact with their environment both locally and globally.
 - **Second Grade:**
 - Standard 2-1: The student will demonstrate an understanding of the local community as well as the fact that geography influences not only the development of communities but also the interactions between people and the environment.
- **Math:**
 - **Kindergarten:**
 - K.MDA.4 Represent data using object and picture graphs and draw conclusions from the graphs.
 - **First Grade:**
 - 1.MDA.4 Collect, organize, and represent data with up to 3 categories using object graphs, picture graphs, t-charts and tallies.
 - 1.MDA.5 Draw conclusions from given object graphs, picture graphs, t-charts, tallies, and bar graphs.
 - **Second Grade:**
 - 2.MDA.9 Collect, organize, and represent data with up to four categories using picture graphs and bar graphs with a single-unit scale.
 - 2.MDA.10 Draw conclusions from t-charts, object graphs, picture graphs, and bar graphs.
 - **Third Grade:**
 - 3.MDA.3 Collect, organize, classify, and interpret data with multiple categories and draw a scaled picture graph and a scaled bar graph to represent the data















Where Does My Food Come From?

Find a food item with a "Country of Origin" label. These labels can be found on most produce items. Go to education.nationalgeographic.com. Scroll down to Mapmaker Interactive. Locate your food's country of origin and the town in which you live. Find the distance between the two locations by clicking the red line icon on the toolbar. Click somewhere within your food's country of origin to start measuring. Double click your town. A line will appear on the map and the distance between the two locations will be displayed. Record this distance to show approximately how many miles the food travelled.

Food _____

Country of Origin _____

Miles Travelled _____

